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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXII, No. 11

October 13, 1930

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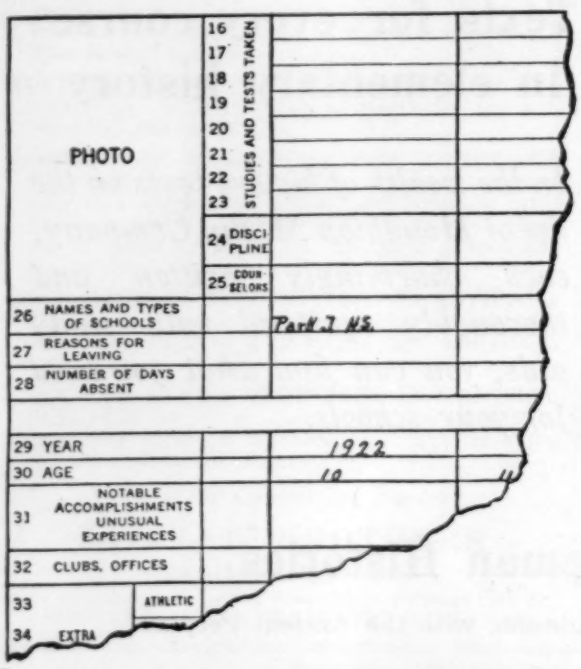

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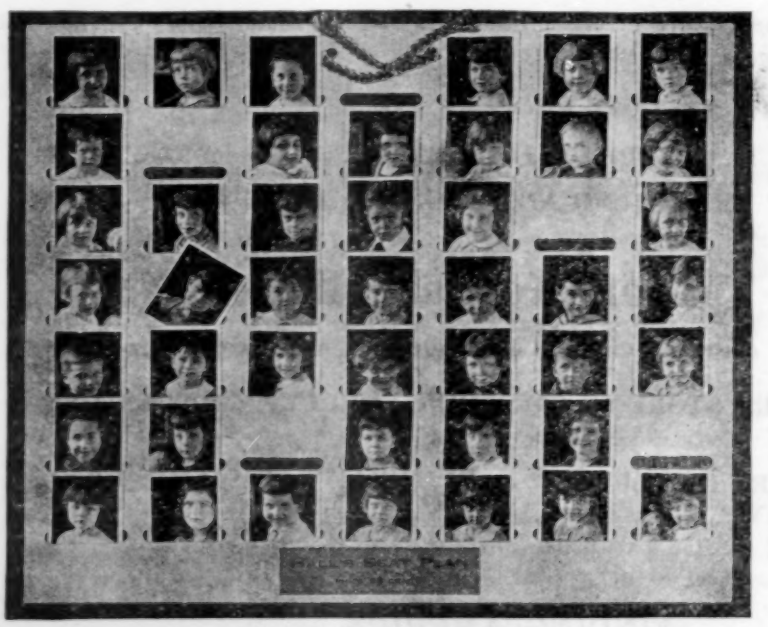

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Rejuvenated Education Service

THERE have been five years of heroic modernizing of everything industrial and commercial; in transporting everything and in the transmission of information; in science and applied science, in all professions. Nature and human nature have been reconstructed.

Education, most of all, must be modernized because the schools of today are making the civilization of tomorrow.

Schools can be no better than the education spirit of the public. Private schools are no better than the education ideals of their patrons. Parochial schools are no better than the ideals of the church that educates the parents of their pupils.

Education today is suffering because parents were educated in out-of-date school systems. An enterprising dairy farmer in Pennsylvania, who has individual water connection for every cow, fought against having the water system connected with the new school building because the schools had no water system connection when he went to school. He is up-to-date on cows, but out-of-date regarding the education of his children. Parents need to be educated to treat their schools as well as they do their business.

Education of parents is absolutely necessary in the United States. The city school board's chief business is the education of the public which elects them. Private schools educate parents to appreciate the education they give their children. I know of no teacher in a private school, no owner of a private school, no member of the official board of a private school who does not boost his school on every occasion. It is the first business of a school board to educate the public to believe in public education, to make public education up-to-date in every way.

Rejuvenation is the new birth of something which has been worth while in the past.

For the past forty-four years the Journal has appreciated and promoted the best there was in education.

In its rejuvenation it will have the continued

leadership of A. E. Winship, its editor-in-chief for the past forty-four years, who has the intimate, sympathetic acquaintance of educators in every section of this noble country.

Common-Sense Testing

WE RECENTLY enjoyed for the second time a careful study of the latest weather-recording station in the United States. Of this I hope to write at length, but now I have only one phase of it in mind.

The measure of rainfall is highly scientific. There are several important inventions, electric and otherwise, employed. It is really wonderful.

As I turned away I saw a brass cylinder, three feet tall, and six inches in diameter, standing near the scientific equipment.

When I asked what that was for, the scientist said: "That measures the rainfall. It tests the correctness of the scientific measure. This never gets out of order."

Common sense is indispensable as a measure of science. Common sense never gets out of order. It measures only one thing at a time, but its measure of that one thing is accurate.

Sons of Foreign-Born Parents

THE public press has emphasized the fact that nine of the twelve winners of the Pulitzer Scholarship, established forty-one years ago, are sons of foreign-born parents. The implication is that sons of foreign-born parents are three times as scholastic as sons of American-born parents.

The winning by these sons of foreign-born parents is highly creditable, but it is in no slightest degree discreditable to sons of American-born parents.

There were twenty-eight contestants for the twelve scholarships.

One of the important factors in awarding the prize is "one who would not be able to have a college education without it." This might easily favor candidates of foreign-born parents.

This Pulitzer Scholarship gives free tuition in Columbia University for four years, and $450 each year. This makes it easy for any high school graduate of New York City to get a university education.

Three of the twelve winners will study medicine, two will specialize in journalism, two will study engineering, one will be a lawyer, and one plans to be a scientist. Three are undecided as to their future. There is nothing in this to distinguish children of foreign-born parents.

There are several highly interesting phases in the winnings of these nine sons of foreign-born parentage. One son of foreign-born parents was next to the winner of the Edison Scholarship. That is a high distinction.

Two of the winners were born in Russia, which is of special interest at present. A son of American-born parents was a caddy—as a high school student—until two years ago, and has been a telegraph messenger on Saturdays and Sundays for the last two years.

There is no education to measure that has not demonstrated that it will work in everyday life.

Adult Illiteracy Education

THE technique in teaching illiterates to read and write is officially approved by a subcommittee of the National Committee of Illiteracy, of which Secretary Ray Lyman Wilbur is chairman.

The special committee on techniques is composed of Charles R. Mann, chairman, Mrs. Cora Wilson Stewart, Charles H. Judd, L. R. Alderman, and M. S. Robertson.

So far as teaching illiterates, while illiterate, is concerned, it is an important official professional recognition of the glorious achievement of Mrs. Cora Wilson Stewart's twenty years' devotion to leadership in the crusade against illiteracy, for the vital factors in her work are the basic principles and methods used in this noble demonstration of genuine adult education.

The adult illiteracy course will continue to be in twenty-four lesson periods. This is now supplemented with a forty-eight lesson course of further education through reading for those who have completed the first course. There will then be a third course of twenty-four lessons in higher education for illiterates through reading.

In half a year if an illiterate will take the first, second and third courses, four lessons a week, he will have a real adult education.

This was never possible or considered possible until Dr. William S. Gray of Chicago University was designated to make the study which has culminated thus wonderfully, almost miraculously.

If the men-politicians have any appreciation of "Safety First" they will welcome the suggestion of Miss Abbott as Secretary of Labor. There is real danger to the political men in an attempt to prevent the appointment of Miss Abbott.

President Davis of Grand Rapids

GEORGE A. DAVIS of Grand Rapids, Michigan, has been elected to the city board of education for twenty-five consecutive years, and has been president of the city board of education fourteen years. So far as we now know this is the longest service of any one now serving as president of a city board of education.

William M. Davidson

Memorial Address October 5, 1930

By ALBERT E. WINSHIP

SIXTY-SIX years ago as a youth of nineteen I first saw Pittsburgh, and it has been fascinating to see it develop into a mighty industrial centre.

Twenty-eight years ago I first knew William M. Davidson of Topeka, Kansas, who had been promoted from an elementary principalship that year. It has been more fascinating to see that elementary school principal of thirty-eight years of age develop into a national administrative and professional leader in twenty-eight years than to see Pittsburgh's growth in sixty-six years.

The next year William M. Davidson was elected treasurer of the National Education Association at the famous Boston meeting, of which Charles W. Eliot of Harvard University was president. Mr. Davidson was a vital force in that Association ever after.

The next year, third year from an elementary school principalship, he was elected superintendent of Omaha, and he never ceased growing and going thereafter.

The highest test of administrative efficiency in education is complete harmony in a city school system. No superintendent in three important cities has had more intelligent and hearty support from every Board of Education whom he has served, no one has had more uniform and universal public sentiment behind his progressive program, and no one has been a more successful leader of principals and teachers than Dr. Davidson in Omaha, Washington and Pittsburgh. His continuous professional service in state and national associations never diminished in the least his city administrative responsibility.

The special test of Dr. Davidson's wisdom and devotion to city education in Pittsburgh was his relation to donors of large means, supplementing but never supplanting public support. Every gift was for the professional benefit of teachers or the enrichment of personality of children and youths. In no other city have so many teachers, for so many years, enjoyed such abundant opportunities for professional study and such liberal terms with such flexibility of arrangements. In no other city have so many teachers, for so many years, had the luxury of travel and recreation on such liberal terms, with such freedom in planning therefor.

In no other city, for so many years, have there been such enjoyable and profitable addresses for high school students, provided without expense to the students or the city. These are merely suggestions of the variety of helpful and thoughtful use of supplemental financial aids for the promotion of the superintendent's services to teachers and pupils.

For thirteen years Dr. Davidson, his official board, his official associates, principals and teachers led American cities in creative education. A few notable creative achievements may be appropriately mentioned. It must be understood that these were years in which every city was discovering new ways and means of improving school service.

Attention to foreign-born mothers of pupils in Pittsburgh was a genuine creation in education. Fathers easily get the American spirit through industrial and social activities, but the mothers are limited in their opportunities. The children are easily Americanized and are liable to contrast their mothers with American women.

In Pittsburgh this has been transformed into appreciative pride in their mothers. One week in the year there was an exhibition of the attractive things these mothers had brought from their homeland when they came. Teachers induced their pupils to interest their mothers in sending these attractive homeland, womanly treasures, and from every foreign country there were rare displays of real-life costumes and associations.

These mothers were the pride of their children, as American women admired and praised the lovely attractions from their homeland. Even merchants came and selected choice displays which were on exhibition in their establishments. Language fails to suggest the social significance of this creative education thoughtfulness.

This great industrial centre is also the leader in the promotion of art and artists. A group of men and women who are not ranked as millionaires are banded together to purchase each year for the public schools all works of art produced by local artists. This promotion of local art and artists represents high artistic appreciation.

Another spirit of leadership is in the development of intelligent and heroic life-saving risks. I was present recently when gold medals were

awarded five boys and one girl who had saved human lives within the year.

In the audience were several hundred students who had made noble effort to prevent persons from risking limb and life by timely safety attention.

The recital by the committee of award of the way in which these lives were saved was as thrilling as anything I have ever known.

These are merely samples of the Pittsburgh spirit in education, which was created by teachers, pupils and the public under the magnetic leadership of Dr. Davidson.

Nothing in this memorial tribute is the result of special recent observation or experience.

The really wonderful feature in Dr. Davidson's great creations in Pittsburgh is the fact that he was forty years old before he left Kansas, forty-eight years old before he left Nebraska. He was more than fifty years old when he stabilized American education in Washington. His famous national achievements in Pittsburgh began within twelve years of his elementary principalship in Topeka.

Personally, I should fail to do justice to the spirit of Dr. Davidson's character did I not refer to his loyal and noble friendship in which I shared abundantly, and above all, I would bear testimony to his affectionate devotion to his wife and daughter.

Remarkable Omaha Record

By ALBERT E. WINSHIP

AFTER thirteen years' service as superintendent of Omaha Dr. John H. Beveridge is re-elected for another three-year term. He went from Council Bluffs, Iowa, to Omaha in the closing year of the World War, and has had a peaceful and productive service during the most restless years of six decades.

Each year has recorded some notable achievement which has had national professional recognition. There has been more than one large school building a year during his term of service, and the advance in education has recorded more than one professional creation a year that has had significance, civic, industrial, or social.

This might have been easy had Omaha neglected its education prior to his election, but no American has had a more distinguished line of progressive superintendents, from E. U. Graff, who went to Indianapolis; William M. Davidson, who went to Washington; Carroll G. Pearse, who went to Milwaukee; and Albert P. Marble, who went to the assistant superintendency of New York City. Each of these five superintendents of Omaha made a national reputation there which caused their promotion to an important superintendency.

To have achieved professional distinction for Omaha each year following such a group of national leaders is unprecedented.

For twenty-eight years Dr. Beveridge has been the eminently successful superintendent of three cities within a radius of twenty-five miles. In each position he established lines of financial, social and religious influences which have been retained as closely since he left as when he was there.

Another Omaha distinction is the fact that Dr. Graff, Dr. Davidson and Dr. Beveridge have been presidents of the Department of Superintendence of the National Education Association and Dr. Pearse and Dr. Marble have been presidents of the National Education Association. This has never been true of five superintendents in an unbroken line of any other American city.

Each of these presidents was a really remarkable, efficient national leader. Dr. Marble's Nashville meeting was the most exciting sectional meeting in the history of the National Education Association, and resulted in the election of the first Southern man as secretary that year, and the first Southern president the next year.

Dr. Pearse's presidency at Chicago of the Association was the signal for an entire change in the management of the Association and made him high man in influence for twenty years.

Dr. Davidson's presidency of the Department of Superintendence at Mobile led to an entirely new official deal in the Department, and Dr. Graff's presidency at Cleveland, and Dr. Beveridge's at Cleveland, 1922-23, will always stand out as epoch-making administrations in the annals of the Department.

Belding's Page

Education by Association

IN THE formation of minds and characters, companionships of the students with one another may often play a larger part than the contacts with instructors.

To choose the sort of associates a boy or girl should have is therefore highly important—and next to impossible.

Many good people try to accomplish this by taking their children out of public schools and sending them to private schools. But this is no guaranty of the desired environment, unless the private school is exceptional indeed.

In adult life one must brush elbows with all kinds of people. And it is not very different for the child or young person. We may wish it otherwise. But it is hard to alter the situation.

Birds of a feather begin early in life to flock together. Children with similar tastes and home backgrounds naturally are drawn together.

Teachers do well if they succeed in producing an atmosphere in which the best that students bring to school with them is developed and made better.

It's an Ill Wind

ADVERSITY used to drive people to drink. It still drives them to drink—not at bars, but at the founts of learning.

Economic depression is reflected in increased college and high school enrollments. The scarcity of jobs causes parents who can afford to do so to keep their sons and daughters in school longer than might otherwise be done.

Evening schools this coming winter will be unusually well attended, if the indications noted in New York City are a true criterion. Not only are students of the customary earnest type registering, but many young men and women who would ordinarily pass their evenings at entertainments are planning to settle down and study.

Some will endeavor to fit themselves better to hold their present positions. Others will strive to make up the lack of high school training, for the reason that they are finding desirable jobs harder to obtain unless evidence of high school education can be furnished.

Theologians have long held that people take to religion more readily in hard times than in times of plenty. Under the same spur of adversity, it seems, folks are taking to books.

The noblest impulse to education does not come from competition. But let the motive be what it will, the opportunity for schools to do their work of leavening the mass and aiding individuals is very real and challenging.

Library as University

PITTSBURGH is to be congratulated upon the forward step it is about to take in adult education, by recognizing the vast possibilities of the public library as a "people's university." Director Ralph W. Munn of the Carnegie Library, in that city, has conceived the idea of setting up a faculty, headed by a college professor, to work out reading courses and, in general, place the library facilities at the service of all who desire to improve their minds.

Expenses of the experiment for three years have been underwritten by the Buhl Foundation. If Andrew Carnegie were alive, he would probably want to back this project himself, as a sort of crowning feature of his great library extension work throughout the country.

Libraries are on the move, these days—recognizing their wondrous resources and the accompanying responsibilities, and reaching out to popularize the reading of books.

More and more, too, the libraries are emphasizing and—in the vernacular—"selling" the worthwhile books in preference to the ephemeral and trashy.

It would be interesting to discover the libraries which are best succeeding in circulating the best books and weaning patrons away from the inferior.

Invisible Discipline

NO ONE has ever quite discovered what it is that makes one teacher a good disciplinarian and another a poor one. Yet nothing is more obvious to the boys and girls who move from one classroom to another than this difference in power of control.

Certain teachers in every school are selected by pupils to be the objects of pranks and annoyances. Other teachers wholly escape this persecution.

The newest teachers are nearly always tried out. Often they are persecuted merely because they are new.

The best disciplinarians somehow have a knack of not letting anything get started. They have a knack of keeping discipline in the background as if there were no such thing in the world.

Anson W. Belding

Associate Editor.

Detroit Prefers "Intermediate Schools"

By H. L. HARRINGTON

Supervising Director of Intermediate Schools

Why Detroit chose the title, "Intermediate Schools" in preference to "Junior High Schools," is clearly told here, along with many other facts regarding the development of the city's program for the separate housing and instruction of adolescents. This article contains material of value to every one concerned in the management of Grades Seven, Eight and Nine.

DETROIT at the present time has more than half of its seventh, eighth, and ninth grade pupils enrolled in intermediate schools. In September approximately 30,000 pupils, taught by over 1,000 teachers and housed in seventeen buildings, constituted the intermediate organization.

Detroit began to experiment with the junior high school idea as early as 1911, and during the superintendency of the late Dr. Charles E. Chadsey a number of so-called junior high schools were started, although at that time the emphasis in these schools was placed upon vocational training. In 1919, acting upon the advice and under the guidance of Superintendent Frank Cody, the Board of Education definitely established a policy of organizing the school system upon the 6-3-3 basis.

Work in reorganization has gone forward, in general, only as rapidly as growth of the city has made new school building construction necessary. Growth has been so rapid (Detroit's public school population has doubled in the last decade) that available funds for school construction have all been absorbed in providing schools for the increase in membership. Little or nothing has been available for replacing old buildings. This, taken in connection with the policy of not attempting to operate intermediate schools except in buildings especially built for and adapted to the purpose, accounts for the fact that greater progress has not been made in enrolling all seventh, eighth and ninth grade pupils in intermediate schools.

Title "Intermediate Schools" Selected.

The more common term of "junior high school" was applied to this organization in Detroit at first, but at the time of the reorganization in 1919 the name was changed to "intermediate school." It was felt that the latter term more nearly expressed the purpose of the new organization, which was to be a transitional school between the elementary school, with its methods peculiar to the young child, and the high school, technical school, continuation school, or first serious contact with actual productive life, rather than an institution with the aims and purposes of the high school transferred to a lower level. Three main considerations were influential in the decision to adopt the intermediate organization. First, the need of modern urban society for a much more diversified and vital type of education was recognized. Second, the development of adolescent psychology forced a recognition of the fact that the early adolescent is best dealt with in a separate organization. Third, individual differences in abilities and aptitudes of pupils had come to be recognized.

These considerations pointed inevitably to the organization of a separate school of the seventh, eighth, and ninth grades, where enough pupils could be assembled in one organization to allow for a diversified program of studies, for ability grouping, for departmentalization and specialization of teaching, and yet be economical, since all facilities, including special rooms, special equipment, and the time of specialized teachers could all be used at the maximum.

In harmony with these principles, a program of studies was adopted in 1919 and has been in operation ever since, although subject to constant change and revision as experience, added knowledge from research, or improved instructional practice has rendered revision desirable.

Some Curriculum Features.

Noteworthy points of the curriculum now in use may be mentioned as follows. General science is taught during the entire three years, in order to prolong the period during which the child is in critical thinking contact with his natural environment. Auditorium work is scheduled as a curricular activity. General language is presented in the eighth grade as a preliminary to the beginning of foreign language in the ninth grade, and also as a means of enriching and making more meaningful further English study. Special classes are maintained in instrumental music and in art for talented pupils whose talent has been discovered in the regular classes. A rich program of shop experiences is provided for boys. All seventh grade boys are enrolled in the general shop for a course in household mechanics which serves as a try-out and orientation course. Later they have an opportunity to come in contact with woodworking, machine shop practice, printing, auto mechanics, arts and crafts, and mechanical drawing, although not all the opportunities are possible in the smaller schools.

Both in the industrial arts shops and in the household arts laboratories an extensive program has been made possible because equipment has been provided and techniques of instruction have been worked out whereby classes equal in size to academic classes can be taught with entire success.

Health Activities Stress Free Play.

In social science, English, and mathematics the emphasis has constantly been directed away from the formal and toward socially worth-while outcomes.

In health education, or physical education, little attention is given to formal gymnasium work, and attention to organized inter-school athletics has been progressively minimized. Free play is stressed, a rich program of intra-school athletics in which practically all students participate is operated, and much attention is given to individual health and to the remedying of physical defects.

Every school has a well-equipped library in charge of a specially trained teacher librarian.

Besides the recognition given to them in the organization of the program of studies, individual differences are recognized by a system of homogeneous ability grouping. Pupils upon entering the intermediate school are grouped on the basis of intelligence rating, performance in the elementary school, and chronological age. This grouping is constantly checked in the light of performance in the intermediate school.

The intermediate schools are organized for the vocational and educational guidance of the pupil. The largest schools have a full time counselor for boys and one for girls. In the smaller schools this work is sometimes combined with other duties. Courses in vocational information are taught in the social science department.

Same Home Room Teacher Three Years.

The schools are organized upon the home-room plan. Upon entering the school, a group of about forty pupils is assigned to a teacher as their home-room teacher. The teacher retains this group during the three years of their stay in the intermediate school, and is primarily responsible for them in scholarship and conduct. She thus becomes their immediate counselor and guide, and this relationship is the most important one in the intermediate schools.

An extensive program of extra-curricular activities is sponsored by the various schools, but is not, in general, operated as a part of the school day. Meeting after school with a membership purely voluntary, a club stands or falls upon its own merits and is assured of an interested membership. As high as three-fourths of the membership are enrolled in clubs in some of the schools.

Size of School Unit.

The instructional requirements as to space of a standard intermediate school building housing about two thousand pupils have been developed. This size has been found most economical, as it furnishes enough pupils to keep all facilities operating to full capacity, and it allows the placing of buildings about the city close enough together so that pupils do not need to travel excessive distances to reach school.

The requirements for teachers in the intermediate schools are in general the same as those for teachers in the senior high schools, and the salary schedule is the same.

The Detroit intermediate schools are the result of steady, conservative growth, and have established themselves firmly as a part of the school system.

Naming a Day

A Story

By MONA A. JOHNSON

Bridgeport, W. Va.

DURING the last ten minutes of the afternoon Miss Russell was telling the Fifth Grade a story about little brown Emilio, who helped his father gather cocoa-nuts in the far-away Philippines. But Armie Day, sitting at the front desk of the farthest row, was not thinking of little Emilio. Instead, he gazed moodily at the large calendar which hung in the space at the end of the blackboard. It was a cheerful calendar, with figures an inch high, and the legend, JOHN DAY, PLAIN AND FANCY GROCERIES," in huge letters at the top. Armie himself had brought it to school, not voluntarily, but because Miss Russell had said, the second day of the session:—

"Your father has a store, hasn't he, Armie? Perhaps you can bring us one of his calendars—a nice large one, with figures that we can see all over the room."

So Armie had brought the calendar, and the teacher had hung it in front of his desk, where his

eyes rested on it many times a day. October was a well balanced sheet—three red moon faces filled the first three spaces, two others the last, and there were no odd days to crowd into half spaces at the end. Instead of a number, a red ship marked Columbus Day, and a grinning pumpkin dated Hallowe'en.

But October was nearly over, and Armie was thinking gloomily of the November sheet, with a scroll and pen in place of "11," and a festive turkey instead of "27." As soon as that page was displayed, he knew, the teacher would think of preparing a program for Armistice Day. In fact, he reflected gloomily, Miss Russell, being such an up-to-the-minute person, might even think of it in October! Well, he wouldn't help with it this year. He'd been made a fool of often enough. He was a big boy now, and he wouldn't stand it.

Sure enough, just before the last bell rang, Miss Russell turned towards him and said, with a smile which proclaimed the summons a friendly one:—

"I want to see you a minute after school, Armie."

When the last pupil had filed out into the hall, the teacher came over to the desk where the boy was sitting, a sullen look on his handsome face.

"We must make our plans for a good program for Armistice Day, and I want you to have a special part, because it is so particularly your day, Armie," she began.

"That's what the teachers always say," interrupted the boy, "but I *won't*. Never again. They can't make me."

"But *why*, Armie?" Miss Russell was amazed. "You read so well, and it's so appropriate, being your birthday."

"I *hate* Armistice Day," he broke out. "I wish—I just wish the Germans had licked us! *Then* they wouldn't have made a fool joke out of naming me. Armistice Day! That's a great name for a fellow to have! And then to have to say a piece, and have all the kids teasing me about it, and asking if I won the war—I wish I'd never been born!"

"Why, Armie, I'm so sorry. I didn't know you felt that way. I think it's rather fine to know you came when the flags were flying and the bands playing and all the world so happy. When you're older you'll be proud of your name!"

"No, I won't," he protested sullenly, "and I won't say no piece on the program, neither!"

"Of course you needn't if you feel that way. And I'm truly sorry about it all. Try not to mind it," she added kindly, turning away puzzled rather than vexed at his insubordinate attitude.

* * * * *

"It's a case where I just don't see any solution," the teacher told her friend, Miss Carstairs, the public health nurse, as they walked down the street together an hour later. "Children's problems usually seem so simple and easily adjusted, once they are told to a grown person, but I don't see what could be done about this. And I believe it's really serious. He's a sensitive, introspective child, the type that shrinks from publicity, and he's brooded over this until he's morbid. It would be useless to tell his parents. Naming him was probably the one imaginative flight of their prosaic lives, and they would never understand his objections. It's just hopeless."

"Nothing's hopeless," answered the other. "I've seen worse cases straightened out. We'll have to think about it. And now I've got to cover another block on this registration canvass. There's not much time left to finish it, or we'll have our state left out of the registration area another year."

* * * * *

Two days later the health nurse paused before Day's grocery store just as Armie was coming home from school, and asked him where his mother lived. Together they climbed the dingy stairs leading to the little flat above the store room.

"I'm Miss Carstairs from the State Health Department," the nurse explained to the plump, comfortable-looking woman who opened the door of the cheerful apartment. "We're taking a census of the names and dates of birth of all the children in the city. They are to be sent to the Census Bureau in Washington, where the records are kept. They will send you an official birth certificate for each child, which may be very useful later in life. Many states issue these certificates when a child is born, but we have been backward, and are now collecting data to get our state into the 'Registration Area.' I am sure you would like to have your children's names recorded."

Mrs. Day made no objection, and readily gave dates and names, plain matter-of-fact names—John Henry, Mary Ellen, and Martha Jane. When she came to her youngest, however, she explained proudly:—

"He was born on Armistice Day, Miss Carstairs, just when the parade was going on. That was a great day for us! My two younger brothers were in France, and I had worried so much about them. I wanted to celebrate some way, and then I thought of the baby's name. Armistice Day! Every one thought it *so* appropriate and original."

"So it is, Mrs. Day," the nurse answered heartily. "One of the most original names on our list. But hasn't he another name? All your others have. I think three names are so much more balanced, and the initials look better, too. Why not put down another one for him? George, for instance. That's a patriotic name, for George Washington, you know."

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"George Armistice Day," said the mother thoughtfully. "That does sound good. Suppose you put it down that way."

The boy followed Miss Carstairs out of the room and down to the street.

"Do you like your new name?" she asked. "You can just sign it 'George Day' on your school papers, if you wish, and every one at school will learn to call you that after a while. I think you'll like it."

"You bet I will!" answered the boy with conviction.

Blend Cultural with Vocational

By G. W. ROSENLOF

Director, Secondary Education and Teacher Training, for the State of Nebraska

Vocational and Cultural Education are not so far apart as to be irreconcilable, in the view of this writer. He suggests that even the older Classical training had its vocational aspect. Life itself calls for a merging of the intellectual with the practical.

TO THE student of the history of education in America there is no more interesting story than that which relates to the rise of the American secondary, or high school, an institution that has grown up to meet a recognized and fundamental need as that need has come to be realized in the changes that marked the development of our American society.

The story of the rise of secondary schools runs like this:—

(*a*) The Virginia Company of London in 1620 or thereabouts proposed to establish a secondary school for the express purpose of fitting students to enter upon "colledge" training, but "The East Indy School," as it was known, failed to come into being, the project being abandoned in 1622.

(*b*) In 1635 the citizens of Massachusetts Bay Colony voted to establish the "Boston Latin Grammar School," and the following year, it would seem, opened the institution. The single purpose of this school like the one proposed in Virginia was the fitting of young men to enter college and eventually to become ministers of the gospel. While the courses of study were mainly Latin and Greek, and therefore assumed by many if not most persons to be cultural, they were in another real sense strictly vocational. These subjects were needed in those days by all ministers in order that they might properly expostulate upon the words of "Holy Writ." So effective did this school and others become that the Massachusetts Law of 1647 contained provisions for the establishment of these schools in every town of 100 householders or more. By the provisions of this act, "The Old Deluder Law," the American public school policy was established.

(*c*) After varying periods of success the Latin Grammar Schools came to lose their former claims to leadership in the training of youth to enter college, the ministry and politics. Numerous factors were responsible for their decline and eventual fall. Political, social and economic causes came to the fore and overshadowed those activities and institutions that ministered to the educational life of the times. To no small extent, also, was it true that this school failed to comprehend in its curricula other important objects than college entrance. An institution that distinctly subserved or attempted, at least, to subserve the needs of a selected and narrowly interested group of persons could not hope to last long. Slowly but surely a "new estate"—the merchant and tradesman—came to exercise a most intense influence and effectively opposed what Williams and Rice have chosen to describe as a "narrow, academic, aristocratic, selfish, knowledge-centred, dehumanized and unsocialized" institution.

(*d*) The middle eighteenth century period saw the early beginnings and rise of "The American Academy," a school devoted to the promotion of the general welfare of a larger number of citizens —a school that did not cater to especially fortunate class but attempted to provide "full educational opportunity" for the many. The emphasis was upon the practical rather than the cultural subjects. In the words of Benjamin Franklin, the father of this school, "It would be well if they (the students) could be taught everything that is useful, and everything that is ornamental. But art is long and their time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental; regard being had to the several professions for which they are intended." "Learned professions" and "life professions," the cultural and the vocational, come to receive a more fitting recognition.

Many types of academies eventually came into

being: "The college preparatory school, the military academy, the preparatory school for higher technical and scientific study, the denominational school, the select and restricted boarding school, the school of a fad or of a cult." It is clearly seen that the school thus planned became in a very true sense an institution with a genuine "service program." Citizenship of the productive sort was most truly an outcome of this organization.

(*e*) With the coming of the nineteenth century, with the rise of an industrial era and industrial classes there came a new demand for ever greater extension of our program of free public secondary education in America. Massachusetts again leads out and in 1827 makes provision for the establishment, maintenance, and support of free public high schools. Not only did these schools provide opportunity for preparation to enter college, but also provided educational advantages for those persons who did not contemplate going to college. With these objectives this high school early found it necessary to organize differentiated curricula and to set up courses of study both cultural and vocational. After many years of struggle, culminating in the now famous "Kalamazoo Case," the high school has come to be the co-equal responsibility of every citizen together with that of the elementary school and higher institution of learning.

Throughout the evolution of this school—to say nothing of our higher institutions of learning—one sees an attempt to differentiate between those subjects that are cultural on the one hand and vocational on the other. Thus is depicted the age-old dualism in education. To one who looks upon the school as an agency of society—a social institution that is dynamic in that it constantly attempts to adapt itself to and become an agency in the transforming of society—there can be no question as to its essential cultural objective as opposed to its essential vocational objective.

The dynamic school of today is one that makes of the individual a citizen. Not only does it transmit the racial and cultural inheritances of the ages but it must translate these into the active workaday life of the individual to the end that he may become a useful being, contributing out of his knowledge, experience, and training to the welfare of society. The extreme culture theory connotes "the study of life and the search for truth for the mere love of learning itself, an essentially selfish and non-social conception." The extreme vocational theory is, on the other hand, "the study of that alone which will bring in most for the individual as a trade or a vocation, without regard to the needs of society or its demand."

Between these two extremes is a happy middle ground that is worthy of full acceptation. I am firmly of the opinion that much of our discussion as to the essential differences may be the result of what another has termed something "artificially stimulated." In your life and mine there is in a very real sense such a commingling of these two ideas or concepts that one cannot be clearly differentiated from the other. Rather, one very truly supplements the other in any well-balanced life. One who devotes himself assiduously to his vocation loses all contact with and zest for real living in a social world. He who devotes himself to naught but the cultural becomes a person of little or no consequence so far as being a productive agent in society is concerned. He becomes merely a "consumer." In the words of the poet, these become "idle singers of an empty world."

Vocational education, therefore, considered from the point of view of him who would live in the realm of the "mean" between the "extreme" is that type of education furnished by the school which guarantees to each individual those experiences by means of which he may engage in an occupation that insures to him an income sufficient to meet his needs and the needs of those dependent upon him, but also insures that through this occupation he may render to society those benefits that will hasten its progress and increase the sum total of its happiness.

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Why Some Teachers Don't Marry

By ARTHUR DEAN

"My advice to teachers who want to get married," writes one who is now married and still teaching, "is to leave your troubles and problems at your schoolroom door when you shut it. Forget you are a teacher and be human."

Very interesting advice, but why not be human on the other side of the door also? And how can one be human on one side of the door and not on the other? And how can a teacher be a stick inside the schoolroom and change her spots on the outside?

Some teachers don't marry because apparently nobody wants them.

Some teachers would rather add degrees to their names than change them. The more they study and the longer they study, the more they remove themselves from the field of matrimony. While they are getting advanced degrees they are associating with college professors who are either already married or too poor to be married, or not worth marrying. They get their advanced degrees in colleges removed from home, consequently they are out of touch with the social life. Education costs money, so they have little left for recreation. Degree getting takes lots of time and they have little left for week-end parties.

Some women teachers do not marry because men are afraid of them. Man fears that a teacher will criticise his grammar, or suggest that his shoes need a shine. Such men have never recovered from inhibitions acquired in boyhood classrooms.

Some teachers do not marry because they haven't the time or strength to seek marriage. They live away from home, have to teach for thirty odd hours a week, attend dry faculty meetings, work up reports, correct papers, confer with supervisors, and contribute to the curriculum studies. When Saturday comes they have a little shopping to do, much mending and picking up. During vacation they skip back to the home town or go to summer school. Not being in close touch with either the town in which they teach or the old home town in which they were brought up, they miss out in meeting desirable young men.

Some teachers hate their jobs so much that it shows on their faces. They rule their classes dogmatically and show it. They know it all, and show it. They are narrow and show it. And no man deliberately wants to stick his head into any noose. Although many do.

The young girl who has good red blood, good nature, ideals and practicability can go into teaching without losing these things. The best way to keep herself from losing them is to hand them out to her pupils, and when she closes the door of the schoolroom to take these good qualities into her community life.

There will surely be a man in this life who will grab these qualities to line his love-nest.

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EQUIPMENT NEWS

Piccolo to Bassoon

An effective way to teach children to distinguish the various instruments of an orchestra is provided by the Educational Department of the RCA Victor Company, Inc., of Camden, N. J., in a specially prepared combination outfit, consisting of twenty charts of instruments, a handbook and two orthophonic records. An important step in musical appreciation and interest has been gained when the pupil learns to recognize instruments as heard in an orchestra.

The same company has recently put out a Home Recording mechanism, which is very simple and promises to serve many purposes both of entertainment and of utility.

Protection For Books

A great development of the book cover business has taken place in the two or three decades since the arrival of publicly supplied textbooks. The Holden Patent Book Cover Company, of Springfield, Massachusetts, has been a leader in this business for many years, and has supplied millions of covers to the public schools of America.

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Educational Talkies

The talkie, as a new and active part in the modern school curriculum, was successfully demonstrated, on September 11, at the new Ventnor City, New Jersey, High School, with a special program of educational pictures. "Our new Ventnor Avenue School is built and equipped to offer every modern school convenience and teaching aid, including a permanent installation of sound film equipment in the auditorium," said Wilbur Zimmerman, president of the Board of Education, opening the meeting. Mr. Zimmerman stated that the projectors were selected after careful investigation and study of the possibilities of educational talking pictures and consideration of their increasing use in schools and universities.

Many prominent educators and public officials witnessed the initial presentation of five educational talking pictures.

In his introductory remarks Mr. Zimmerman outlined the plan of including the sound film in the work of the school, and V. C. Arnspiger, director of research of Electrical Research Products, Inc., a subsidiary of the Western Electric Company, explained plans formulated as a basis for the development of a film library of educational talking pictures for nation-wide use.

Typewriting Awards

The L. G. Balfour Company, of Attleboro, Mass., announces that it is putting out typing awards to allow the schools to continue an award system.

The discontinuance of emblems by Underwood, L. C. Smith, Remington and Royal naturally prompts the schools to inquire where suitable awards may be secured. The announcement of the L. G. Balfour Company is therefore timely, and will be gladly received by the schools and teachers of typewriting throughout the country, who have found the value of material recognition of typing ability as an incentive for increased effort.

The Balfour Company is pre-eminently fitted to continue where the typewriter companies left off, as all of the award emblems for Underwood and L. C. Smith have been made for eight years by Balfour. Also, some of the Remington and Royal awards have been Balfour made. Therefore the company is capable both from the standpoint of designing suitable awards and producing emblems which the winners will be proud to wear.

Monthly test material will be sent out by the typewriter companies as heretofore.

Full information may be secured by addressing the L. G. Balfour Company, C. S. and C. department, Post Office Box 718, Attleboro, Mass.

Prizes for Drawing

Eberhard Faber Pencil Company has announced an important competition open to high school students for the best drawings made with Mongol colored indelible pencils.

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Prize winners will be announced in April, 1931, issue of trade and art magazines.

The judges will be: James C. Boudreau, director School of Fine and Applied Art, Pratt Institute, Brooklyn, N. Y.; William M. Odom, president, New York School of Fine and Applied Art (Parson's), N. Y. C.; Felix Payant, editor, Design Magazine, professor of art, Ohio State University; Joseph Wiseltier, Connecticut State Director of Art.

Full details can be obtained from Eberhard Faber Pencil Company, Scholarship Department, 37 Greenpoint Avenue, Brooklyn, N. Y.

Publisher Adds More Films

The film, "Books—From Manuscript to Classroom," has proved so popular among schools that The John C. Winston Company, distributors of it, have more than doubled the number of prints for distribution. They hope now to be able to fill all requests with but little delay. This film, which interestingly reveals the making of a textbook, may be borrowed without cost by schools possessing a 16 mm. projector. Requests should be sent to the Home Office of the company, 1006-16 Arch Street, Philadelphia.

Talking Pictures for Schools

Ufa Films, Inc., has been quick to grasp the significance of the talking motion pictures for educational use, and already offers an impressive list of titles adapted for instruction of elementary and advanced grades.

Subjects are drawn from such fields as animal, bird and insect life, microscopy, astronomy, geography and biology. Titles of individual films are attractively worded, and the material should supply excellent aid to vivifying the work of the classroom.

These sound-and-sight films for schools are available for showing by any standard thirty-five mm. motion picture projector, and require only the addition of a portable sound-on-disc reproducing device known as a Tone-o-Graph.

Further information may be had either from Ufa Films, Inc., 1540 Broadway, New York, or from North American Sound and Talking Pictures Equipment Corporation, 729 Seventh Avenue, New York.

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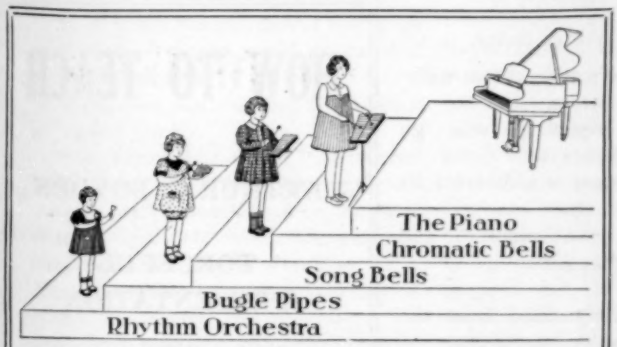

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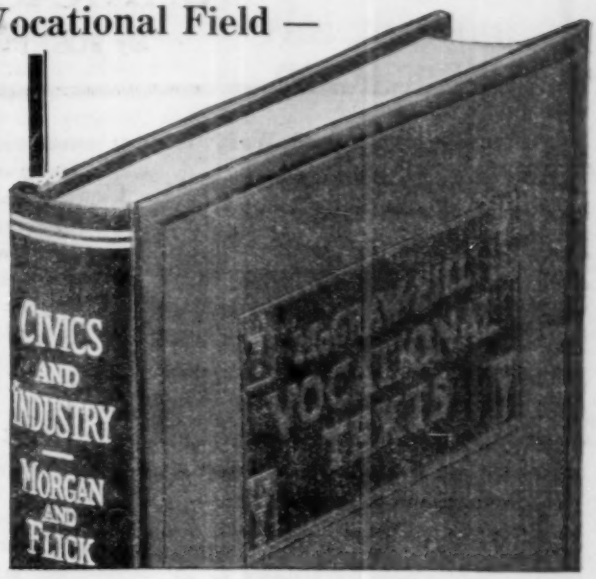

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

They Who Sit and Wait

Yesterday, as I sat writing in my study, my little dog Pats came to the screen door and asked to be let in. I did not wish to be disturbed at the moment, so paid no attention to his sharp, little bark. As though sensing the situation Pats sat down on his haunches, and waited in solemn silence for at least fifteen minutes. The patience of the little dog impressed me. When I had admitted him I asked myself a question. "Of what value is patience, anyway?"

Right above Pats' head was a latch, which he did not try to lift. Was his sitting there a sign of patience or of stupidity? In the case of a dog the answer, of course, is neither, for even had Pats thought about the latch, it is extremely doubtful whether he would have been able to lift it with his little forepaws.

Whatever excuse we may make for Pats—his lack of hands, his lack of reason, his lack of knowledge—what can be said for girls and boys who, having all these wonderful aids, still sit and wait? Do you know any girls or boys of this sort? I do. The world is full of them. They do only the things they are told to do. They study only the lessons that are assigned; they go on helpful errands only when they are told to go.

The great door of the world stands closed before them. It is a screen door, too, through which they can see the desirable things inside; above them is a simple latch, just a bit of interest, a little energy, a little ambition, a little eagerness to serve, and yet—like Pats—they sit and wait.

Is there a latch today that each one of us may lift, a door that may open at our touch? I am sure there is, and he who rises up and lifts the latch will open the way to a new joy in living because he has entered into a new usefulness.

—

Good Company

Today I bring to your attention a beautiful poem by Karle Wilson Baker. It is beautiful because it tells a great and wonderful truth. It has always seemed to me that a person keeps company only with that which he enjoys. He may tolerate things that do not please him, but the things that he seeks out, that help to pass his time away, that really give him joy, are the things that sometime or other have a place and a fitness in his life.

I know a man, a very grave, dignified man with snow-white hair, who loves to keep company with the stars. He loves to go high up on a hilltop, and stand with head raised, looking at the marvelous spectacle that slowly wheels above. He says the stars comfort him.

I know a woman who loves wild asters. When fall comes she goes into the low places where the asters bloom, and mingles with them as she would with a crowd of loved ones. She picks a few, but not many. Her joy comes from the starry company that clusters around her in purple beauty. "I have a sense," she says, "of the nearness of heaven when the asters bloom."

I know other people who love to mingle only with the rich and powerful people of the earth, and still others who prefer the company of those who are in need of help. Have you ever examined the character of the company you love to keep? It might be well to do so, for like a mirror it will reveal to you the character of the person that you are.

GOOD COMPANY.

By Karle Wilson Baker.

Today I have grown taller from walking with the trees,
The seven sister-poplars who go softly in a line;
And I think my heart is whiter for its parley with a star
That trembled out at nightfall, and hung above the pine.

The call-note of a redbird from the cedars in the dusk
Woke his happy mate within me to an answer free and fine;
And a sudden angel beckoned from a column of blue smoke—
Lord, who am I that they should stoop—these holy folk of thine?

—

That That's Naught

There is an old English axiom that reads: "That that's naught is never in danger." Like all such ancient sayings, this one contains a germ of truth.

Let a beautiful butterfly drift into a garden, and some eager child, or perhaps a grown-up, lays a trap for it. Have you ever seen a human being creep softly, like an eager cat, arm outstretched to seize a lovely butterfly aquiver on a phlox blossom? I have, not once, but many times. There is something strange about such an act. To one who reasons there is something pathetic. Is there within us a spiritual force that constantly cries out for beauty? I believe so, for I have never seen a human being creep that way after a toad or a garden snake.

Because the butterfly held forth some beautiful thing, human hands desired to clutch it. What has been said of the butterfly is true of all the other relations of life. Wherever beauty rises something rises just behind to seek it. This is true of people and of ideas. It is true of goodness and all the desirable things of the spiritual life. It is the secret of popularity.

Do you wish to lead? Then you must have something to offer those who follow.

Do you wish to live in happy company? Then you must contribute from yourself something to the general joy.

Do you wish to live in a circle of radiant smiles? Be sure, then, that you must smile yourself, for no smiles ever fluttered out to meet a frown, any

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more than songbirds rise singing to meet the descending hawk.

So we might revise the old saying, making it read:—

"That that's naught is never in danger, neither is it ever desired."

—

Crookedness Way Down Inside

Jimmie had a selfish, cruel nature which began to show itself very early in his childhood. Little dogs fled from him, and old Tom, the cat, crawled under the lounge when he entered the room.

One day, when Jimmy was nine years old, he stood at the corner of Adams Street, twisting the arm of a smaller boy. Suddenly he dropped the arm. Mrs. Grundy was hobbling by. Her back was bent over as usual, and you could hear the tap, tap of her old hickory cane half a block away.

"See who's here," shouted Jimmy. "Hey! There! Mother Grundy! Why don't you tap louder with your cane?"

Mary Jane happened along at that very moment. Mary Jane was twelve, and wasn't at all afraid of any boy on earth.

"Jimmy," she said severely, "you shouldn't say things like that. Laughing at a cripple person that way is dreadful."

"Why shouldn't I laugh?" asked Jimmy.

"Because my mamma says if you laugh at a crooked person you'll go crooked yourself sometime."

"What does your mother know about it?" asked Jimmy.

"She knows all right," answered Mary Jane. "She knows everything."

Years later Jimmy stood on the same street corner. He was a big, straight, handsome man, with iron-gray hair. Anyone looking at him would say at once: "He is built like a soldier. He must be a bear for strength. One of the finest, straightest-appearing men I ever saw," and yet, as people passed, these are some of the thoughts that went through their heads. A banker saw him and said: "I'll never loan him another cent. He's as crooked as a ram's horn." A clergyman saw him, and said: "May God help the poor person that is unlucky enough to fall into his power." A shabbily-clad woman said: "It was a bad day my Tommie borrowed that hundred dollars from his loan shop." A young man said: "He owes me thirty dollars for work I did for him. I shall never get it. He's always got some excuse or other that puts me off."

Now strange thoughts were also going through the mind of Jimmie as he stood on the old corner. He was thinking of Mary Jane. He remembered her words. At thought of them he straightened up his shoulders, and raised his head. "You'll go crooked yourself sometime," he repeated. "You'll go crooked yourself sometime."

Then he added: "Perhaps Mary Jane was right at that. Way down inside of me something is terribly crooked, and its crookedness gives me no rest of mind by day or night."

—

Footprints

Not long ago I went into a Natural History Museum. There, pressed into a flat rock, I saw a three-toed footprint of an animal whose race has long ceased to exist. I paused before that rock for many minutes, while my mind went back across a million years to a strange spot in a strange country. The air was moist and heavy as though charged with warm, living steam. A gentle sea sent long, silent waves across a sandy beach. As I watched and wondered, an enormous animal, a lizard of vast size, trundled slowly out upon the beach. Its long, scaly neck held a small head high in air. An enormous armored tail stretched out behind. On each of the giant, squatty hind legs was a massive foot with just three toes. The beast came slowly by and disappeared, leaving upon the wet sand a trail of three-toed prints. Then, as I watched, a gentle wave flowed over the marks and filled them in with sand, and the long beach was silent and vacant as before.

In my mind's eye I saw that sea beach slowly sink, and huge mountains rear themselves above it; in turn the rain and frost broke down the lofty peaks until the day came when a man in our own generation, blasting away a piece of that old beach, now turned to stone, uncovered the ancient three-toed prints.

When foolish men deny the existence of a great Spirit, and say that all things come about through chance, I cannot help thinking of that three-toed print and the lizard that walked out upon the beach that bright, warm morning a million years ago.

Written in imperishable signs whereever eye sees, or human ear can hear, or mind can think about, is the convincing evidence that God has been abroad. The mountain peaks spell out His name in silent pinnacles of snow; the restless ocean roars it on a thousand shores; the hurrying winds sing it in the branches of the trees; the sun pours it forth in letters of golden light. All things speak down to us of God; all things remind us of His power, His wisdom, His love, His silent eternal majesty.

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The BOOK TABLE

READING ACTIVITIES IN PRIMARY GRADES. By Grace E. Storm, University of Chicago, and Nila B. Smith, Detroit. Cloth. 375 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an interesting and unusually elaborate presentation of the latest conception of the art of teaching reading in the lower grades. The world is moving very fast in schoolroom methods as well as "in ways of living and doing business." This book is carefully and skillfully prepared by eminently successful teachers and supervisors, one in a great university and the other in one of the best school systems in the country.

TEACHING VALUES IN NEW-TYPE HISTORY TESTS. By Elene Michell, State Teachers College, San Francisco. Cloth. 189 pages. Yonkers-on-Hudson, New York; 2126 Prairie Avenue, Chicago; Boston, Atlanta, Dallas, San Francisco, Portland, Manila: World Book Company.

"Teaching Values in New-Type History Tests" shows how the teaching of history can be strengthened by making adequate provision for the acquisition of information.

New-type objective tests are presented as the means of effecting improvement of instruction.

Dr. Frederick Burk, who was an heroic adventurer in the promotion of personality through school activities, gave the Teachers College of San Francisco an inspiration from which it profits vitally, now that it has an equipment, opportunity and responsibility unsurpassed anywhere.

THE MUSIC HOUR. Fifth Book. By Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, and Mabel E. Bray. Cloth. 172 pages. 6 by 8 inches. Illustrated. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Four eminently artistic teachers of music from the professional atmosphere of two great universities in the West, a famous college of music, and one of the best state teachers colleges of the East, have classified 189 musical selections, vocal and instrumental, with consummate skill.

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While these four music specialists have in mind always the interest of children they command the admiration of musical artists.

CHILDREN'S BEHAVIOR AND TEACHERS' ATTITUDES. By E. K. Wickman. A Study of the Way Teachers Behave When Children Misbehave. 247 pages. 41 East 57th Street, New York: The Commonwealth Fund Division of Publications.

The Commonwealth Fund is one of the noblest functions in American Education. It is always discovering the people who are doing the best things in the best way all the time.

There is no limit to its resources when they can promote something, not otherwise promoted, which should be universally known and uniformly practiced.

This book of Mr. Wickman is a notable illustration of studying the teacher's attitude, which is really much more important than the child's behavior, for the teacher's misbehavior toward children is liable to create the misbehavior of a thousand children.

This is a remarkable book because it seasons science with common sense.

HEALTH EDUCATION. A Program for Public Schools and Teacher-Training Institutions. Prepared under the direction of Thomas D. Wood, 525 West 120th Street, New York City.

This volume of 250 pages (6 by 9 inches) has been prepared under the direction of a joint committee of the National Education Association and the American Medical Association by the chairman of the committee, Dr. Thomas D. Wood, who has spent eight years studying the problem and arranging the material for highly effective use.

STATISTICS FOR TEACHERS. By Ernest W. Tiegs and Claude C. Crawford, both of the University of Southern California. Cloth. 212 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Dr. Cubberley, the editor of the Riverside Textbooks in Education, makes a clear statement of the present demand for statistical studies and for up-to-date literature in the use of statistics in education:—

"The concrete data for the study of a problem must be gathered accurately and after a carefully formulated plan, and the data must be organized and treated according to mathematical procedures. By such a plan we seek to eliminate errors, to reveal relationships, to clear up little-understood implications, to determine meanings and indicated trends which the data embody, and not only to deduce provable conclusions, but in addition to be able to state the probability of error and its extent in the conclusions so deduced."

A specially important feature of this book is the skill with which they make it necessary for students to think for themselves, by "True-False Tests" and "Questions and Exercises," following each chapter.

Books Received

"Cultural and Scientific Speech Education Today." By W. Arthur Cable. 12 Huntington Avenue, Boston, Massachusetts: Expression Company.

"The Country Teacher at Work." By Frank J. Lowth.—"A Child's Second Number Book." Parts One and Two. By Julie E. Badanes and Saul Badanes. Illustrations by Helen Torrey. New York City: Macmillan Company.

"Extra Instructional Activities of the Teacher." By Roscoe Pulliam. Garden City, New York: Doubleday, Doran and Company, Inc.

"New Practical Exercises in Rapid Calculation." By Earle Powers and Harold Loker.—"A History of American Civilization." By Harold Rugg. Boston, New York, Chicago: Ginn and Company.

"Conduct Problems for Junior High School Grades." By E. H. Fishback and E. A. Kirkpatrick. Boston, Massachusetts: D. C. Heath and Company.

"Les Travailleurs de la Mer." By Victor Hugo.—"Chinook and His Family." By Eva Brunell and Martha A. L. Lane.—"Exercises and Tests in Algebra Through Quadratics." By David E. Smith, William D. Reeve, and Edward L. Morss.—"Good Reading for High Schools." By Tom P. Cross, Reed Smith and Elmer C. Stauffer. Boston, Mass.: Ginn and Company.

"The First Year of Life." By Charlotte Buhler. New York City: The John Day Company.

"Early Pueblo Ruins in the Piedra District, Southwestern Colorado." By Frank H. H. Roberts, Jr. Washington, District of Columbia: United States Government Printing Office.

"Number Games and Stories." By Harriet E. Peet and Frank L. Clapp. 2 Park Street, Boston, Mass.: Houghton Mifflin Company.

"Progress Tests in American History." By F. Leslie Clark. New York City: Charles Scribner's Sons.

"Ways to Teach English." By Thomas C. Blaisdell. Garden City, New York: Doubleday, Doran and Company.

EDUCATION IN ACTION

Schooling Bill of Nation Not Excessive

Only 2.74 Per Cent. of National Income Is Spent on Public Education, According to Survey; Larger Sum for Luxuries

Revealing that the American people spend much less on public education than on either life insurance, certain luxuries, building construction or passenger automobiles, the National Education Association, whose comparative survey of school costs is published in its current bulletin, calls upon the nation to lay greater emphasis upon, and show more generosity in, the promotion of its intellectual resources.

The bill for the support of public elementary and secondary schools, colleges and universities throughout the country was nearly $2,500,000,000, or only 2.74 per cent. of the national income in 1928, the last year for which complete figures are available, according to the association's report. That sum represented seventy-eight per cent. of the national outlay for life insurance, thirty-eight per cent. of the cost of a group of selected luxury items, and just over one-third of the price of building construction in 1928.

The most striking contrast was furnished by the cost of passenger automobiles, which was $12,500,000,000, or five times the expenditure for public instruction.

Although educational expenses attract much attention and frequently give rise to complaint, "a minor fraction of our economic power and capital is invested in education," the survey points out. A vigorous plea, supported by an avalanche of facts and figures, is made for more generous support so that public educational services may be improved, extended and strengthened to meet the growing needs of a civilized nation.

A "far more adequate plan for financing public education than that now in effect," is necessary, according to the survey report, or the influence of the school in promoting "social progress will never be what it should be."

"The school's contribution will fall short of what it might be until it is able to compete in the open market on equal terms with other great national interests for the services of a fair share of the most capable people as well as for the other prerequisites to the maintenance of modern schools in the best sense of the term," the report declares.

These facts, it continues, need to be impressed upon the minds of intelligent voters, legislators and others who determine public support of schooling. "Ox-cart schools in an airplane civilization" will result if citizens allow themselves to be moved by the "short-sighted" arguments of "professional tax reductionists," the report warns, continuing:—

"The schools will lag far behind social progress and will influence its direction little or not at all."

On the other hand, should the proper support of public education reach the stage of primary national concern, the surveyors assert, the schools may be expected to "wield a significant influence in determining the taste of our people and in influencing the trends of our development," and to justify themselves by returning "incalculable dividends" to the nation.

Finished Studies For Philosophy Degree

A long career as a student was completed by T. Howard Winters, of Columbus, O., assistant director of the Ohio Department of Education, when he received the degree of doctor of philosophy at the summer commencement at Ohio State University. This was nearly thirty-nine years from the time he enrolled in the preparatory department of Ohio Wesleyan in 1891. After receiving a bachelor of arts degree at Delaware, Winters taught in three high schools and became principal of Ironton High School in 1901. His matriculation in Ohio State dates from 1906, and he left unfinished a master's course, and started again with a graduate course in education, when his duties with the State Department of Education emphasized the need of specialization in that line. Mr. Winters presented for his thesis a manuscript of 846 pages on school financing.

Admitting Pupils To First Grade

The developmental history of the school child is an important factor in making better provision for the school entrant, and in promoting the progress of the unadjusted and mentally deficient child, according to Hattie S. Parrott, supervisor of elementary education, State of North Carolina. When a child becomes six years of age he is entitled, according to the public law, to enter the public school, she declared. Other than the chonological age requirement, which is fixed by law, there are no standards for admission to the first grade in operation generally throughout the country, she pointed out. "In a few of the more progressive systems," the supervisor explained, "certain other factors which affect the child's progress, such as his general ability to do first-grade work, his physical and mental maturity, and general health, are given consideration when application for entrance is made. The present course of study for the first grade is planned for the child who has a mental age of six years. A child who is not six years old mentally, although he may have reached his sixth birthday, and have entered school, is not ready to do the work of the present prescribed curriculum." "By the plan which we are striving to promote and establish in each school situation in North Carolina," she continued, "the teacher should have a much better understanding of the pre-school child applying for entrance into the first grade. In addition to the child's name, birthday, and parent's address, it is essential that the teacher have information concerning his mental age and general ability to do first-grade work, including some knowledge of his health and physical and social maturity. This information should serve the teacher as a means for better understanding the child and his needs, and as a guide in the selection of school activities, situations, and experiences to supplement and adjust the curriculum to the needs of the individual during his progress through the first grade."

Girl of Nine Enters High School

Ruth Wetson enrolled in the Vernon (N. Y.) High School at the age of nine. According to William A. Wettel, principal, she is the youngest pupil to enter high school in that part of the state in years. She is the daughter of Mr. and Mrs. Frederick Wetson. Her mother is a school teacher. The child has passed with honors in all New York State Regents' examinations but one.

Bachelor of Journalism Granted at Boston University

Bachelor of Journalism degree of Boston University is awarded after completion of a year's "interneship," or

a year of approved practical experience in the profession, following the usual four years of college work, together with preparation of a formal thesis upon some important phase of journalism.

Warns Professors On Outside Pay

The college or university professor is not justified in accepting a retainer from private persons in any controversial case involving questions of public policy, but he may be justified in taking pay from the public authorities because one state represents the interests of all, according to the report of the committee on ethics of the American Association of University Professors, made public recently in Washington. The report, prepared by Professor E. R. A. Seligman, of Columbia University, at the request of the committee, and published in the latest issue of the association's bulletin, is the result of recent government inquiries into the propaganda activities of public utility corporations and of charges that the academic profession had become agents of such propaganda. Discussing the conditions under which an academic instructor may undertake outside employment, the report suggests that the extent of such employment must not be such as to impair his activity as an instructor. In preparation of its report the committee on ethics made no attempt to correspond with the individual instructors whose names have appeared in the testimony taken before the Federal Trade Commission, deferring such inquiries until the completion of the official investigation. The report is designed to be provisional and preliminary.

Educator Defends American Culture

"The time will come when we shall not deal with children in regiments," Dr. Alfred L. Hall-Quest, educator, writer, and lecturer, of New York, told Washington State College summer session students in the first of several addresses at Pullman, Wash. "Culture is an affinity for the best," declared Dr. Hall-Quest, "and America offers a rich heritage of culture to those who can appreciate it. Some day we will give children synthetic, rather than analytical, tests to aid them in assimilating and co-ordinating all that they have learned. I would devote the last two months of senior high school to looking back over the twelve years of study." Despite the pessimism of many critics of American "culture," Dr. Hall-Quest believes that real culture can flourish in the machine age, and in the country most advanced in the application of machinery. He cites such evidence as the growth of the little theatre movement throughout America, the acclaim with which American symphony orchestras are being received, even in Europe, current interest in poetry, philosophy, biography.

Concentration a Hard Job For Freshmen

Ability to concentrate is not a quality successfully developed by the ordinary high school and elementary school training, if replies to a questionnaire at the Pennsylvania State College represent a general situation. There freshman students in the school of education, who, from the fact of their electing that course would seem likely to have an inclination for study, stated as their chief difficulty with college work their lack of concentration. Lack of knowledge of how to study, how to budget working time, and how to choose among the subjects of the college curriculum were among the other problems for which they were unprepared.

Unexcused Absences To Save City $400,000

Despite the increase of nearly $5,000,000 in the school budget for 1931, the city of New York will save $6,107,104, an increase of more than $371,000 over 1930, through teachers' unexcused absences, salary shrinkages and resignations next year, it was learned. Budget figures indicate that much of the increase in money saved to the city is due to an increase in the number of length of leaves of absence granted to teachers. Last year less than $1,000,000 was saved through such leaves, but the estimated saving in 1931 is expected to reach nearly $1,200,000. Unexcused absences will save the city $400,000, officials estimate. That sum will be deducted from the regular salary bill. Approximately $4,429,000 will be deducted from the school budget in anticipation of resignations and other events which react in favor of the school treasury.

Teacher Receives Former Pupils

There's nothing unusual about former pupils having a party in honor of their teacher. But if it should happen that the group be composed of one-time students, none of whom are under sixty-nine years of age, we have a gathering seldom equalled. Miss Susan E. Hall, of Dennis, Mass., recently was guest of honor at a party given by some of the "youngsters" whom she taught at what was known as the West Dennis Academy, now Doric Hall. The youngest former pupil is sixty-nine. Miss Hall herself is eighty-eight. Those who gathered about her to recall happy school days of long ago were Caleb E. Crowell, seventy-seven; Cylvanus C. Evans, seventy-three; Mrs. J. H. Jenks, seventy-one; Mrs. Susan Crowell, seventy-five; J. H. Jenks, seventy-two; Hiram C. Crowell, sixty-nine, all of West Dennis, and A. B. Crowell, seventy; W. C. Whelden, seventy-six, both of Dennisport.

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To Study Legend Of King Arthur

A congress of scholars interested in the romances of King Arthur and the Round Table, as set forth by chroniclers from Nannius in the seventh century to Mark Twain in the twentieth, will be held in August at the Royal Institute of Cornwall, Professor Roger S. Loomis, of Columbia University, announced. The entire legends, from the simple tales of King Arthur to the adventures of the king's knights, Eric, Lancelot, Yvain, Perceval and Galahad, will be discussed again by men of recognized literary merit from both Europe and America. The Royal Institution has promised its help in solving the literary problem of the legends, which present such unsolved questions as whether or not Arthur was a true historic figure about whom a series of romances was woven, whether the grave found in the reign of Henry II was Arthur's or another's, and if there is any foundation for the popular stories of Arthur's Round Table.

Child Clinics In the School

Nine years ago the Girls' Service League of America, an organization whose main object is to study and provide for the needs of the adolescent girl, started psychiatric service in the Washington Irving High School, New York City, the first high school to take this step. It all began as a demonstration of the value of mental hygiene so that the Board of Education could see its worth and include such specialists in the public school system. From this beginning in Washington Irving the work grew so that at one time the Girls' Service League was doing this work in six New York high schools. At the end of five years of psychiatric service a study was made of the experiment and "The Result of Five Years' Psychiatric Service in New York City High Schools" was published. For this service in Washington Irving High School the league furnishes a psychiatric social worker, while the school pays the salary of a part-time psychologist. Dr. Muriel Ivimey, a psychiatrist of the league, advises girls needing special psychiatric care. According to Mrs. Louise Stephens Brown, psychiatric social worker in this clinic, in former days if a girl did not meet conditions in the school as she found them, she was warned—if it was a question of scholarship—to study harder or get out. When her behavior was faulty she was suspended or expelled. The teacher of today, with psychiatric help, can have insight into the cause for the girl's failure. "Mrs. Elizabeth Pratt and Miss Mary Hooker Johnson, deans of Washington Irving, refer all problem girls to us for psychiatric help," said Mrs. Brown. "By problem girls we mean those whose behavior is out of the ordinary either because they do unusual or queer things or because their behavior shows marked excesses or defects of some kind—retardation in school, inability to learn, lying, stealing, frequent uncontrollable outbursts of temper and other manifestations of unusual conduct."

Shakespeare Must Have Studied Psychology

Shakespeare's characters of the criminal and insane types conform closely to the best analyses of these types of modern psychology, was the statement of Professor F. C. Sharp, professor of psychology at the University of Wisconsin, in a recent lecture on "Macbeth." Professor Sharp took issue with the popular view that "Macbeth" is a tragedy of remorse, declaring that Macbeth himself conforms closely to the type of entirely remorseless criminal, now designated as a moral imbecile—a man who has no scruples about the commission of a crime before it is completed, and no remorse after its completion.

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GRINS BETWEEN GRINDS

Just Like Professionals

"Well, Sambo," said an American judge, "so you and your wife have been fighting again. Liquor, I suppose?"

"No, sah," said Sambo, "she licked me this time."—Montreal Star.

Uncertain

Battered Motorist (waking up)—"Where am I? Where am I?"

Nurse—"This is No. 74."

"Room or cell?" — New Haven Union.

Make Lightning Seem Slow

"Are you speedy?" asked the boss of the stenographer applying for a job.

"Say," she retorted, "I could take dictation from Floyd Gibbons and yawn between sentences." — Charlotte Observer.

A New Customer

Assistant—"Have you no account with this house, madam?"

Customer—"No, but maybe I can arrange matters with your manager."

Assistant (to manager)—"A lady of no account to see you, sir."—American Mutual Magazine.

Up to Her, Now

"No," said the millionaire, gently. "I haven't the slightest objection to your asking my daughter to marry you."

"Thank you," exclaimed the young man with a title but no cash.

"You go ask her," the millionaire proceeded, thoughtfully. "I won't interfere. I've given her a good education and taught her to read the newspapers, and if she doesn't know enough to say 'No'—why, she doesn't deserve any better luck."—Tit-Bits.

Not Bad For First Try

The professor was asked to give his definition of woman. After clearing his throat he began in his leisurely way:

"Woman is, generally speaking—"

"Stop right there, professor," interrupted a masculine listener. "You'll never get any nearer to it than that."—Punch.

Presence of Mind

The teacher had been giving a lesson on the reindeer, when he noticed that one boy was paying little or no attention. Turning to him suddenly, he asked: "What is the use of the reindeer?"

"It makes things grow," was the unexpected reply.—Portland Herald.

Mrs. Subub, having lost the key of the kitchen clock, went with her husband to get another. Mr. Subub waited across the road while his wife went into the jeweler's. Presently she came out.

"Got it?" asked Mr. Subub.

"No," said his wife.

"Why not?"

"Well, Mrs. Swagger was in there buying pearls, so I couldn't ask for a key for the kitchen clock."

"What did you do then?"

"Oh, I just inquired how long it would take to clean a diamond tiara."

Meetings To Be Held

OCTOBER

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

16-17-18: New Hampshire State Teachers' Association, Concord, W. H. Buker, president: Rochester, New Hampshire.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

31: Franklin County Teachers' Association, Greenfield, Massachusetts, Howard M. Porter, president.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

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6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia; Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

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